

BUIST ACADEMY

103 Calhoun Street
Charleston, SC 29401

GRADES K-8 Middle School

ENROLLMENT 404 Students

PRINCIPAL Sallie L. Ballard

843-724-7550

SUPERINTENDENT Dr. Maria L. Goodloe

843-937-6319

BOARD CHAIR Ms. Nancy Cook

843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

3

0

0

0

0

IMPROVEMENT RATING:

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Excellent	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

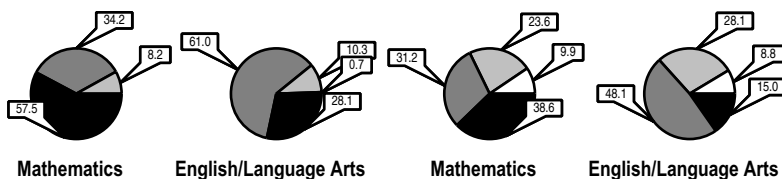
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

83.2%





PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Middle Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	285	100.0	0.4	15.2	58.0	26.5	91.2	Yes	Yes
Gender									
Male	139	100.0	0.7	19.7	61.3	18.2	89.8		
Female	146	100.0	0.0	11.0	54.8	34.2	92.5		
Racial/Ethnic Group									
White	173	100.0	0.6	9.3	58.7	31.4	95.3	Yes	Yes
African-American	83	100.0	0.0	28.9	57.8	13.3	81.9	Yes	Yes
Asian/Pacific Islander	18	100.0	0.0	5.9	47.1	47.1	94.1	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	272	100.0	0.4	14.8	57.8	27.0	90.7		
Disabled	13	100.0	0.0	23.1	61.5	15.4	100.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	285	100.0	0.4	15.2	58.0	26.5	91.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	285	100.0	0.4	15.2	58.0	26.5	91.2		
Socio-Economic Status									
Subsidized meals	27	100.0	0.0	22.2	74.1	3.7	81.5	I/S	I/S
Full-pay meals	258	100.0	0.4	14.5	56.3	28.9	92.2		

Mathematics - State Performance Objective = 15.5%									
All Students	285	100.0	0.4	17.0	34.3	48.4	94.3	Yes	Yes
Gender									
Male	139	100.0	0.0	17.5	33.6	48.9	96.4		
Female	146	100.0	0.7	16.4	34.9	47.9	92.5		
Racial/Ethnic Group									
White	173	100.0	0.6	10.5	33.1	55.8	97.7	Yes	Yes
African American	83	100.0	0.0	31.3	39.8	28.9	88.0	Yes	Yes
Asian/Pacific Islander	18	100.0	0.0	11.8	17.6	70.6	94.1	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	272	100.0	0.4	17.8	33.0	48.9	94.1		
Disabled	13	100.0	0.0	0.0	61.5	38.5	100.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	285	100.0	0.4	17.0	34.3	48.4	94.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	285	100.0	0.4	17.0	34.3	48.4	94.3		
Socio-Economic Status									
Subsidized meals	27	100.0	0.0	33.3	37.0	29.6	85.2	I/S	I/S
Full-pay meals	258	100.0	0.4	15.2	34.0	50.4	95.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	40	100.0	N/A	12.8	56.4	30.8	87.2
	Grade 4	50	100.0	2.0	22.4	65.3	10.2	75.5
	Grade 5	51	100.0	N/A	27.5	68.6	3.9	72.5
	Grade 6	46	100.0	N/A	20.0	53.3	26.7	80.0
	Grade 7	49	100.0	N/A	8.2	69.4	22.4	91.8
	Grade 8	42	100.0	N/A	11.9	64.3	23.8	88.1
2004	Grade 3	39	100.0	N/A	2.6	38.5	59.0	97.4
	Grade 4	50	100.0	N/A	16.0	66.0	18.0	84.0
	Grade 5	50	100.0	N/A	40.0	56.0	4.0	60.0
	Grade 6	50	100.0	2.0	12.0	66.0	20.0	86.0
	Grade 7	48	100.0	N/A	8.3	56.3	35.4	91.7
	Grade 8	48	100.0	N/A	10.4	60.4	29.2	89.6

Mathematics								
2003	Grade 3	40	97.5	N/A	33.3	28.2	38.5	66.7
	Grade 4	50	100.0	N/A	20.4	40.8	38.8	79.6
	Grade 5	51	100.0	N/A	23.5	43.1	33.3	76.5
	Grade 6	46	100.0	N/A	6.7	28.9	64.4	93.3
	Grade 7	49	100.0	N/A	18.4	28.6	53.1	81.6
	Grade 8	42	100.0	N/A	23.8	38.1	38.1	76.2
2004	Grade 3	39	100.0	N/A	30.8	43.6	25.6	69.2
	Grade 4	50	100.0	N/A	24.0	26.0	50.0	76.0
	Grade 5	50	100.0	2.0	24.0	36.0	38.0	74.0
	Grade 6	50	100.0	N/A	6.0	26.0	68.0	94.0
	Grade 7	48	100.0	N/A	10.4	27.1	62.5	89.6
	Grade 8	48	100.0	N/A	8.3	50.0	41.7	91.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 404)				
Students enrolled in high school credit courses (grades 7 & 8)	50.0%	Down from 85.7%	50.0%	14.6%
Retention rate	0.2%	N/A	0.5%	3.0%
Attendance rate	97.5%	Up from 96.9%	97.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		0.0%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		0.0%	5.3%
Eligible for gifted and talented	80.4%	Up from 76.8%	46.5%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.4%	Down from 3.5%	4.2%	13.9%
Older than usual for grade	0.0%	Down from 2.2%	0.5%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.3%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	74.2%	No change	58.8%	48.7%
Continuing contract teachers	96.8%	No change	92.2%	81.7%
Highly qualified teachers**	100.0%	N/A	94.3%	90.4%
Teachers with emergency or provisional certificates	0.0%		2.2%	5.3%
Teachers returning from previous year	91.1%	Up from 89.8%	91.1%	85.1%
Teacher attendance rate	95.0%	Up from 94.3%	95.0%	94.8%
Average teacher salary	\$46,338	Up 5.9%	\$42,903	\$40,566
Prof. development days/teacher	10.3 days	Down from 12.3 days	11.9 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.3
Student-teacher ratio in core subjects	21.4 to 1	Up from 21.1 to 1	21.4 to 1	21.3 to 1
Prime instructional time	90.9%	Up from 90.0%	90.9%	89.3%
Dollars spent per pupil*	\$6,270	Up 0.7%	\$6,270	\$5,821
Percent of expenditures for teacher salaries*	68.5%	Down from 68.7%	63.8%	61.8%
Opportunities in the arts	Good	No change	Excellent	Good
Parents attending conferences	99.0%	No change	99.0%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	88.1%		92.0%	
Highly qualified teachers in high poverty schools**	87.8%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 academic year began at Buist Academy on August 7th with a "Welcome Back" Pizza Party on Fee Night. Students and teachers quickly settled into classes on August 11th. Six Traits Writing remained a major focus for all grades throughout the year. Each report card was sent home with a piece of the student's writing which was scored for at least one trait. The school's culminating event for writing was Portfolio Night held on May 20th for all grades. Students met with their parents to share their creations for the year. Staff development for the International Baccalaureate was limited during the year because of the reduced funds available through ACT 135. Currently, District 20 is waiting to hear the results of their application for a 12 million dollar grant which includes all downtown schools. This would allow Buist to pursue our quest to become an IB authorized school.

Buist was again named a Palmetto Gold winner for our continued progress in meeting the state standards set for 2010. In addition, the school was also recognized as a South Carolina "HUG" School for the school's efforts to help all students achieve at high levels. Buist met 13 out of 13 objectives to obtain a positive score in our Adequate Yearly Progress rating. In October, 33 out of 48 8th grade students qualified as South Carolina Junior Scholars based on their PSAT scores. Ten 7th grade students were recognized as Duke TIP scholars for their SAT scores. More than 20 middle school students placed in the top ten rankings of the National French and Spanish Exams. Two 8th grade students have been awarded scholarships to Andover in Massachusetts and The Lawrenceville School in New Jersey.

During the year our Student Assistance Program teams helped 24 students in various grade levels overcome academic or behavioral difficulties. The Friday Club was established to help students who had encountered obstacles in PACT. They worked on test-taking strategies throughout the year. Career education was expanded in the middle school to include the ACT Explore Inventory and the Kuder Career Assessment.

Philanthropic endeavors for the school included a winter food drive for "My Sister's House" and The Crisis Ministries. The Beta Club contributed to MDA. The Girls' Club collected 311 cans of soup for the "Souper Bowl of Caring," and the first and second grade classes adopted families-in-need during the holidays.

Parents were active in both the PTA and the Buist Foundation. The PTA had a successful autumn auction that provided funding for our new stage lighting and sound equipment. The Foundation replaced all the windows across the front of the school with spectrally selective panes of glass that let the light in and keep the heat at bay. Air quality became a serious problem in several classrooms during the warm fall months. Extensive cleaning of the HVAC units did not help. Solutions were sought with the help of parents and the Buist Foundation. During the winter months the School District hired S & ME, Inc. to conduct air quality samplings in selected classrooms. The results indicated two rooms in need of further study and attention. Long-term solutions are being sought by the District. The School Improvement Council has taken an active role in maintaining the diversity of the Buist family. An Outreach Committee was formed a year ago to investigate new ways to involve the Charleston Community in reaching out to minorities. Work has also begun on the school's new five-year plan for continuous improvement.

Sallie L. Ballard, Principal

Bryan Blalock, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	46	50
Percent satisfied with learning environment	80.8%	87.0%	94.0%
Percent satisfied with social and physical environment	92.3%	80.4%	92.0%
Percent satisfied with home-school relations	96.3%	95.7%	83.7%

*Only students at the highest middle school grade level at this school and their parents were included.